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Needs related to marriage and family living of twelfth-grade pupils in ethnically diverse communities of Iowa

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NEEDS RELATED TO MARRIAGE AND FAMILY LIVING OF TWELFTH-GRADE
PUPILS IN ETHNICALLY DIVERSE COMMUNITIES OF IOWA

by

Dorothy Geiger Brown

A Thesis Submitted to the
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INTRODUCTION

The education which young people of America are receiving is being scrutinized and evaluated in an attempt to most effectively prepare adolescents to meet the demands of all areas of life in our changing society. Educators are concerned with the problems of the adults of tomorrow as they consider the increasingly early age of marriage, school drop-outs, unemployment among young people, mobility of families, and technological advancements and specialization which have contributed to the complex problems which young people face today.

In these changing times, the family is having increased difficulty in providing the necessary conditions through which individuals may develop competency in meeting life situations. Many parents today cannot expect to direct children in parental patterns for they often do not understand the changing society of which young people are a part. Because of this, some of the functions formerly considered to be the responsibility of the family have been shifted to the school.

Concern for the development of the whole personality leads to the examination of factors which affect adolescents as they come to the classroom. The effects of social class status, family culture and patterns, and interpersonal relationships on adolescent development are being studied in an

attempt to identify the educational needs of young people. Furthermore, the needs which young people recognize are being examined as one basis for curriculum planning and for motivation of learning.

Much attention is being focused on the changing American society and the attributes of social classes which affect the individual and his relationships in society. The increasing disparity in the American socio-economic structure with a society of competent administrators, technicians, and professional people on the one hand and the society of the have-nots on the other was observed by Chilman (5, pp. 39-40). Havighurst and others (9, pp. 33-35) found a concentration of personal maladjustment in the lowest social class which was disproportionate to its size and that broken homes and unstable families were typical of the background of maladjusted children and were closely related to underachievement in school and maladjustment in marriage and at work.

Attitudes of lower-class people were believed to stand in the way of educational and vocational adaptation to life in an industrial, urban society, according to Chilman (5, p. 42). Members of this class tended to be rebellious and distrustful toward organized society and suspicious of things outside their immediate experience. A challenge for the school was found here by Havighurst and others (9, p. 12) who believed that the school system could give opportunities to

the lower-class child that would develop a climate of mutual trust which could carry over into harmonious working relationships between classes in adulthood.

How much the customs, traditions, values, and attitudes fostered by the family may benefit or hinder the adolescent in his search for a place in his milieu is another topic of concern. Mobility and social change create a constant need for research to obtain current and realistic data concerning the actual circumstances of the adolescent. Limitations of the studies must be recognized for as individuals interact with the cultures around them, what appears to be true in one locality may not be true in another. In reporting findings from a six-year study of adolescents, Broderick (1, p. 102) said that teen-age culture was not uniform; that urban, rural, and suburban teen-agers lived in different social worlds; and that there were differences in attitudes and behaviors between young people in various geographic locations. He emphasized that ethnic origin, race, and social class definitely influenced values and behaviors.

Lowrie (18, p. 285) observed that age when dating began was influenced by residence in rural, urban, or metropolitan areas with concomitant cultural patterns. He said that linguistic background in the home appeared to be a definite factor in the age of initial dating. The age at marriage was found by Burchinal and Chancellor (4) to be related to

religious affiliation. They also said that there might be a reflection from the customs of the European country of origin on those Catholics who married at an older age. Supporting this hypothesis were findings reported by Heer (10) which showed a correlation between the number of people in the American second generation sub-group and the number in the country of origin who had never married.

A shift in family patterns in American society was accompanied by interpersonal relationships of higher quality, according to Kauffman (13, p. 252). This was borne out by data obtained by Burchinal (2, p. 50) in a study concerning children from broken and intact homes. Although adolescents from broken homes were absent from school more than other children, the interpersonal relationships were such that parents had helped them to adapt to new situations so that trauma was minimized at the time of divorce. In studying the effects of maternal employment on family relationships in four groups of children during five periods in their lives, Burchinal (3, p. 20) concluded that only one group whose mothers were employed, the seventh grade girls, tended to perceive their relationships with their parents less favorably than did girls whose mothers were not employed. Certainly these data indicate the complexity of interpersonal relationships and their influence on adolescents.

The influence of parents on young people should not be

underestimated. Havighurst and others (9, p. 88) believed that an affectionate family could keep a boy from becoming delinquent in spite of his failures and poor record at school. They pointed out that children who achieved at school usually had families who encouraged them. Data reported by Weinberg (24, p. 90) also showed a positive relationship between the intact home and leadership in school. Soloman (21) indicated that the acceptance of parental influence was dependent upon several factors; namely, the recognition of the situation by the adolescent as a legitimate sphere of influence for the parent, the existence of a parental power structure in the family, and identification of the child with the parent.

The relationship between parental and peer group influences on adolescents appears to be intricate. Weinberg (24, p. 90) found that the more often a child moved from one school to another the more likely he was to fall into a deviant group. The directions that pressures on the adolescent from the peer group may take depend to a large extent upon the social class background of the dominant group in school. In speaking of the leading crowd in adolescent society, Coleman (6, p. 109) said it tended to accentuate the background characteristics which were typical of the dominant group whether it was an upper-class or a lower-class group and that the crowd tended to govern in accordance with the value system of the dominant class.

Schools can play an important part in preparing the adolescent for his role in society by helping him to develop competency in interpersonal relationships. Rimel (20, p. 40) stated that education is more than preparation for earning a living. The young person needs to learn who he is and what he wants to be. He needs activities which challenge him and give him responsibility. Success of the individual may be highly influenced by the ability to think for himself and by a belief in the existence of opportunity as well as the special abilities and personality characteristics which he possesses. Knowledge alone cannot guarantee success, and neither does it necessarily produce desired behaviors or values. For this reason it becomes imperative for the adolescent to develop skills in interpersonal relationships as well as to have specialized occupational knowledge. The school becomes the focal point for communicating the democratic ideals, values, and processes which the adolescent needs to carry with him into all aspects of adult living.

That study in areas of family living may be of considerable value to adolescents is corroborated by educators who have been making recommendations concerning the aspects of family living which young people need to study. Kirkendall (14) said that instruction in child development could help young people build concepts which they might use later in their own families. He said the youth "may be able to work

through some of his feelings of uncertainty, resentment, and insecurity through discussion and counsel rather than having to work them out on his children" (14, p. 110). Staab and others (22, p. 92) recognized the need for teen-agers to understand their roles in keeping the family finances in good condition and to appreciate the contributions of family members, whether of money, goods, or services. In a study conducted by Lawson (16, p. 28) over three-fourths of all the respondents, who were administrators and teachers, agreed that the teaching of family relationships in the school was needed to supplement teaching in the home and church. Duvall (7, p. 5) reported less frequent practice of going steady among adolescents who had studied family living than among those who had not. She attributed this to the social and emotional guidance they received from such a course. She also reported that girls who had enrolled in home economics were more realistic about love and marriage than were boys. Because 39 per cent of the brides and 12 per cent of the grooms today are under 20 years of age, Staab and others (22, p. 92) urged the teaching of family economics and home economics courses in money management and consumer education. Rimel (20) advocated the addition of courses in training for living, skills in building good interpersonal relationships, and adequate marriage information.

The present study was undertaken to determine the needs

related to various aspects of marriage and family living which seniors living in ethnically diverse communities of Iowa recognize, and to determine whether those needs differed by sex, dating status, plans following graduation, and social status. Coleman (6, p. 291) warned that as long as adults prescribed course content, socially mature pupils might not be motivated to learn. The assumption that pupils can recognize some of their educational needs is inherent in curriculum building which has pupil needs as one of its bases. That individual differences should be considered in planning curricula and that ethnically diverse groups would be more likely than other groups to exhibit these differences were assumptions of the present study. It was assumed that knowing whether the pupil's concept of his educational needs is related to his ethnic background would be valuable in planning the curriculum and in pre-planning course content.

Two definitions may add clarity to the discussions in this study. As used here, ethnic was defined as: pertaining to cultural characteristics, the language, customs, and beliefs of any of the basic groups of mankind. Specifically, religious affiliation was included because differences in customs and beliefs affect various aspects of family living. Background was defined as the sum of one's experience, training, and education. Ethnic background, then, may be defined as the sum of one's experience, training, and education which

was derived from the influence of cultural characteristics:
language, customs and beliefs.

REVIEW OF LITERATURE

The literature reviewed has been limited to studies concerned with recognition by pupils of educational needs in areas of marriage and family living and the relationship of background characteristics to family practices and behaviors, which are directly related to the purposes of the present study. One survey of family life education which was reviewed, showed dissimilarity by school in recognition of problems by pupils. The second survey, which was done in urban areas of Iowa, showed considerable uniformity in recognition of educational needs by pupils. The other two studies included here were conducted in Detroit in an interval of five years and were concerned with the relation of background characteristics to reasons underlying behaviors and practices of adults.

A study was conducted by Hallsted (8) in 1949 for the purposes of discovering (1) if there were significant differences in the recognition of certain problems in peer and parent-child relationships by boys and girls separately and together in three selected high schools, and (2) if the recognized problems were of sufficient uniformity and extent that they could be used as one basis for pre-planning of the curriculum.

Criteria for selection of the high schools from which the population came were that they were located in a farming

area and that the communities in which they were located appeared to be homogeneous in educational, religious, and recreational opportunities. The selected schools were all within the trading area of the same large city and were accommodated by frequent bus service.

The population for the study was all the pupils in the ninth, tenth, eleventh, and twelfth grades in the three selected schools. The total population of 569 pupils was used in the portion of the study concerned with clustering of items. A sample of the population was drawn for making comparisons between sub-groups so that there would be equal representation in the groups. Eleven boys and 11 girls were drawn randomly from each grade level in each school. The sample of the population contained 264 pupils.

The collection and treatment of data involved the use of a questionnaire containing 112 items. The pupils were asked to indicate the degree of importance which they attributed to the items by rating them on a three-point scale. The responses were weighted and average scores for individual items were calculated for each of eight groups formed according to grade level and sex. In order to eliminate from analysis the items which were not rated highly by the pupils, an arbitrary standard of an average score of 1.5 by at least one of the eight groups was used as the basis for retaining items for further treatment.

The 58 items which met the arbitrary standard were inspected for subject matter content and classified into six clusters identified as How to be interesting to the opposite sex, Choosing friends, Dating problems, How to be friendly, What to do on a date, and Understanding parents. A seventh cluster was formed by combining the first five clusters under the heading Problems with peers.

The data from the sample were analyzed by computing analysis of variance for each of the seven clusters. The sub-groups and combinations of sub-groups used in analysis were school; grade level; sex; school and grade level; school and sex; grade level and sex; and school, grade level, and sex.

Hallsted found significant differences by school in relation to all seven clusters. The differences were highly significant by school for five clusters, Choosing friends, Dating problems, How to be friendly, Understanding parents, and Problems with peers. Although no significant differences were found by grade, when school was combined with grade level there were significant differences for all seven clusters. Highly significant differences were found by school and grade level for five clusters, Choosing friends, Dating problems, What to do on a date, Understanding parents, and Problems with peers.

Although no significant differences were found by grade

level and sex together, there were significant differences for six clusters when analyzed by sex alone. Highly significant differences were found by sex for four clusters: Dating problems, What to do on a date, How to be friendly, and Problems with peers. No differences at the five per cent level were found by sex for the cluster, How to be interesting to the opposite sex.

School alone and sex alone produced differences at the one per cent level, but when these two variables were combined, only one cluster, Understanding parents, was found to be significantly different. When grade level was combined with school and sex, two clusters were significantly different. They were How to be interesting to the opposite sex and Dating problems.

Hallsted found significant differences by school for all seven clusters even though the schools had been selected for homogeneity of educational, religious, and recreational environment. Because of these findings, she recommended that some means of determining pupil needs be considered in pre-planning course content in the individual school.

A study made by Klotz (15) in 1963, was concerned with the educational needs related to marriage and family living of seniors in Iowa high schools. Purposes of the study closely related to the present one were (1) to determine the degree of importance which was attributed to aspects of

marriage and family living by twelfth-grade pupils and (2) to determine whether concerns about aspects of marriage and family living differed when analyzed by sex, dating status, and plans following graduation.

The sample of the population included 416 respondents. Two boys and two girls from each senior homeroom in 14 high schools in seven urban areas of Iowa participated in the study.

A questionnaire containing 68 items related to marriage and family living was used for collecting data. The respondents were asked to indicate by means of a four-point scale the level of importance which they attributed to the items on the questionnaire. To facilitate making comparisons, Klotz used clusters of items which were formed by intercorrelation of items and subjective inspection. The nine clusters which resulted were Selection of a marriage partner, Money management, Child care, Maturity, Dating, Personality traits in marriage partners, Early considerations in selecting a marriage partner, Values and goals, and Community obligations. According to Klotz, the clusters with few items indicated inadequate coverage of some areas of marriage and family living in the questionnaire.

The clusters were analyzed by sex, dating status, and plans following graduation. They also were compared with each other. The findings indicated (1) that boys and girls

were equally concerned with the content of the clusters, (2) that dating status had no relationship to the importance pupils attached to the clusters, and (3) that college-bound pupils felt as great a need for information related to marriage and family living as did the pupils who expected to obtain no formal education beyond high school.

The cluster, Values and goals, was ranked highest of all clusters by pupils as indicated by the mean rating and the mean standard deviation per item. Selection of a marriage partner and Child care also ranked high, followed by Early considerations in selecting a marriage partner and Maturity. Dating was the cluster considered least important by the pupils, a fact which Klotz attributed partly to the composition of the population, urban senior pupils. Coefficients of correlation between clusters indicated pupils were aware of relationships between the clusters Selection of a marriage partner and Child care and between Money management and Child care.

The lack of differences found by Klotz in responses from urban seniors may reflect recent trends in society which result from increased mobility and communication. Whether a similar obliteration of differences has occurred throughout Iowa in other populations is a concern of the present study. Earlier investigations found differences by background characteristics.

A study was undertaken in the Detroit area in 1953 by Miller and Swanson (19) to investigate the sources and significance of child care practices used by mothers. Three-stage area sampling was employed to obtain the participants, 582 mothers with children less than 19 years old, from a cross section of the Detroit metropolitan area.

Guided interviews were used in securing the data. The practices in child rearing were studied by four social class groups and by integration settings which were termed entrepreneurial and bureaucratic based upon the husband's occupation or husband's or wife's place of birth, such as farm, foreign country, or town. Eight additional variables were intergenerational mobility, size of parental birthplace, mother's education, ethnic background, family's status stratification-consistency, family's economic stratification-consistency, race, and religious affiliation.

Most of the differences found by social class and integration setting were not statistically significant. The greatest differences were between the entrepreneurial middle-class and other classifications of mothers in the teaching of responsibility and self-control to the children. The entrepreneurial middle-class mothers were more likely to feed babies on schedule, to begin training for urinary control before the baby was 11 months old, and to use symbolic punishments than were bureaucratic mothers. They were also more

likely than bureaucratic mothers to delay giving attention to a baby who cried when nothing was wrong with him.

When background characteristics other than integration setting were used as variables, analysis continued to show differences not statistically significant in most cases. There was a trend, however, toward less permissive child care practices in all classes as the mother's education increased.

The characteristic which showed the greatest number of differences was religious affiliation. The findings were not consistent in the bureaucratic setting for religion. A significant difference was found, however, between Protestant and Catholic mothers of the same class in the entrepreneurial setting. Protestant mothers were more likely than Roman Catholic mothers to require the child before he was five years old to dress himself and to put his clothes away. Protestant parents more often used symbolic rewards and punishments than did Catholic parents, although this was not statistically significant. The child was more often sent on errands at an early age and was more likely to be punished immediately for misbehavior by the Protestant mother than by the Catholic mother. There were not enough Jewish mothers in the sample to classify as a group.

Religious affiliation was involved more often than other variables when differences were found. This factor was explored further in a later study by Lenski (17) which is also

relevant to the present study. The purpose of the study conducted by Lenski (17) in the Detroit area in 1958, was to discover what impact different religious commitments had on the secular institutions of the community, including (1) economic behavior, (2) political behavior, and (3) family life.

The population of the metropolitan community of Detroit was studied by means of a sample survey, using probability sampling in the selection of 750 adults. Interviews were completed with 87 per cent of the participants. Later, a sample of 127 Detroit clergymen was drawn from the list of churches attended by the respondents in the original sample. These people were divided into four socio-religious groups, white Protestant, white Catholic, Negro Protestant, and Jews, which were the major groups in Detroit. The sample was also divided into four classes, upper-middle, lower-middle, upper-working, and lower-working class. Lenski reported that the population tended to be concentrated in residential areas in a degree relative to their position in class structure.

The central finding of the study was that religion constantly influenced the daily lives of the people, making its impact on other institutional systems of the community. Socio-religious group membership was a variable comparable in importance to class in the extent and potency of its influence. In attitude toward work, belief in his ability to

succeed, and self-employment the male Jew ranked first, the white Protestant second, white Catholic third, and the Negro Protestant last. Attitudes toward installment buying were sharply divided. Jews expressed the greatest criticism, white Protestants next and white Catholics third. The more recent immigrants who were Catholic disapproved of installment buying more strongly than did the more Americanized Catholics. Those Catholics who attended public schools were much more critical of installment buying than were those with a Catholic education, while at the same time the Catholic clergy were much stronger in their condemnation of installment buying than were the Protestant clergy. Working-class white Protestants cited long range goals for saving, such as a college education for the children, more often than did any other class group. Lenski pointed out the relationship of goals with upward mobility and with higher education, for twice as many white protestants as Catholics from working-class families reported having attended college. The study showed that there was a low rate of mobility either upward or downward when there was a high degree of involvement in the socio-religious sub-community.

Important differences were found by Lenski among the four socio-religious groups in political behaviors. Study of the attitudes of the four groups toward a welfare state showed the white Protestants to be the most opposed and the

Negro Protestants and the Jews the most favorable toward governmental aid. All of the Jews and 90 per cent of the other groups favored the United Nations. The Negro Protestants were opposed to foreign aid. White Protestants were the most likely and Negro Protestants the least likely to favor a liberal interpretation of the Bill of Rights. Middle-class white Protestants were more strongly committed to freedom of speech than were other groups, and the Negro protestants were the least committed in each socio-economic class. The Jews were the least likely to favor segregated schools.

Lenski found some significant relationships between socio-religious group and family life. The Catholics were more closely bound to their kinship group than were Protestants, either white or Negro. Within all the classes, Jews and white Protestants were more likely to rank intellectual autonomy above heteronomy than were Catholics. Lenski pointed out the relationship of this value with upward mobility. Of active church members, 54 per cent of the Protestants were active participants in a church-related organization as compared with 24 per cent of the Catholics. Involvement in the Catholic church was positively correlated with a high degree of involvement in the kin group and inversely correlated with informal relationships with co-workers off the job. Lenski also found that Catholics were more likely than Protestants or Jews to drop out of school without completing the unit of

education they had begun.

The present study has as one of its purposes to determine whether ethnic backgrounds are related to pupil recognition of educational needs. The studies reviewed seem to indicate support for further exploration of this influence.

METHOD OF PROCEDURE

Purposes

The major objective of the study was to determine whether twelfth-grade pupils living in Iowa communities of ethnically diverse backgrounds differed in their responses to questions related to areas of marriage and family living. A second purpose was to determine whether responses to these questions differed by ethnic background when analyzed according to sex, dating status, plans following graduation, and social status level of the pupils. A third objective was to refine the instrument developed by Klotz (15). A fourth objective was to make some comparisons between the findings of this study and those of Klotz.

Developing the Questionnaire

The questionnaire used to obtain the desired data for the study was a revision of the instrument developed by Klotz (15). An attempt was made to refine the instrument by deleting some items and by revising and expanding the clusters of items which Klotz had identified. The eight items that were deleted were those which Klotz discarded when formulating clusters. Inspection revealed that these items tended to be general rather than specific in content, or they were isolates in that they did not correlate highly with more than

one other item.

Items were reworded or retained as in the original instrument in three clusters identified as Money management, Selection of a marriage partner, and Child care. Rewording was necessary to change some items to reflective questions, to clarify meanings, or to provide for brevity. Expansion of clusters was accomplished by adding 39 new items. These items were added to the clusters identified as Maturity, Dating, Personality traits in marriage partners, Early considerations in selecting a marriage partner, values and goals, and Community obligations. The items were composed after perusal of books, magazines, and curriculum guides for possible content. Resource people in the departments of Home Economics Education and Child Development were consulted concerning appropriateness and clarity of the added items.

The method of responding to the items was retained as used in the instrument developed by Klotz. The four-point scale for indicating levels of importance when responding to items and the definitions for these levels were as follows:

1. "No importance" means you believe this question should not be included in a high school course.
2. "Little importance" means you consider your background adequate and see no value to you personally in spending class time on this question.
3. "Some importance" means that you think this question important enough to devote some class time to a study of it.

4. "Much importance" means that you are concerned about this question and would like to have it discussed at length in a course.

Provision was made in the questionnaire for obtaining from the respondent information of a biographical nature which was needed for analyzing and interpreting data. The same items included in the original instrument were used for obtaining data concerning sex, dating status, and plans following graduation. In addition, the pupil was asked to list his religious preference and to state whether all of his parents and/or grandparents were born in the United States, and if not, from what country they had come. The respondent was asked also to indicate the educational level completed by each of his parents and to state the occupation of the wage earner of the family. The wording used may be found in the questionnaire in Appendix B.

The proposed questionnaire was administered by the researcher to a group of twelfth-grade pupils to observe their reactions to the items and the format. The pupils appeared to interpret the items as intended and to have no objections to the wording of the questions. The time needed for response was not more than twenty minutes. The questionnaire, two pages printed on both sides, was not thought to be too long. The pupils indicated that the statement at the bottom of the page saying there were more questions on the other side and the break in spacing after each fifth question contributed

to ease in responding to items without making omissions. Because further revisions appeared unnecessary, the questionnaire was used in the study as administered to the test group. The revised instrument is in Appendix B.

Selecting the Population

The process of selecting the population for the study began with the identification of ethnically diverse groups in Iowa, communities where they resided, and schools from which the desired participants might be obtained. Criteria for selection of the ethnic groups included (a) diversity of customs or beliefs, (b) predominance of the group in Iowa, (c) enrollment of members of the group in public schools, and (d) numbers of the group to be found in a given locality. Members of the staffs from the departments of Home Economics Education, Child Development, Sociology, and Statistics at Iowa State University were consulted in determining what ethnic groups were to be included. The groups which met the above criteria were (a) Dutch, (b) Methodist, (c) Catholic, (d) Mennonite, and (e) Quaker.

The identification of the communities where the above ethnic groups resided was the next step in the selective process. The report of the U. S. 18th Census, 1960 (23, p. 283) was examined to determine locations of large groups of first and second generation foreign-born people living in

Iowa. Members of the clergy and a member of the faculty of Simpson College, Office of Town and Country Church, were consulted concerning communities with predominantly Catholic and Methodist church affiliations respectively. Faculty members at Iowa State University and residents of communities being considered were consulted as to the probability of sufficient numbers of the desired ethnic groups living in those communities to warrant the expectation of finding members of the group enrolled as seniors in high school.

In selecting schools, the Iowa Educational Directory (12) was used to ascertain approximate enrollments. When it was found that enrollments in the schools in the selected community could not be expected to produce sufficient numbers of responses for purposes of the study, it was decided after consultation with a member of the Statistics Department at Iowa State University, to use two schools for reaching the desired number of an ethnic group. The use of schools which had participated recently in other research studies was avoided. The schools which were selected are listed in Appendix A.

In addition to the ethnic groups, a sixth group which was considered to be representative of all rural Iowa was selected for purposes of comparison of responses. Henceforth this group will be known as the heterogeneous group. Criteria for the selection of the county from which this group would

come were that it be typical of Iowa in social and economic characteristics, be predominantly rural, and contain few first- and second-generation foreign-born inhabitants. Sources of help used to make the selection according to these criteria were a member of the Sociology Department at Iowa State University and the U. S. 18th Census, 1960 (23, p. 135). In the county which was selected, 68 per cent of the inhabitants lived in rural areas and 0.7 per cent of the inhabitants were born in a foreign country.

A criterion for selecting the school was that the enrollment in the senior class be large enough for purposes of analysis. Approximate enrollments of all of the high schools in the selected county were obtained from the Iowa Educational Directory (12). The selected school contained 47 seniors who lived in four rural areas and whose parents were born in the United States. Thirteen of the respondents had at least one grandparent who was born in another country. No one ethnic background, however, could be said to predominate or to detract from the heterogeneity of the group for five different countries were represented among the birthplaces of the grandparents.

To attain the objectives of the study, two populations were used. One population included all of the seniors in the selected schools and was used in the portion of the study concerned with identification of clusters of items. There

were 521 pupils in this population.

The second population included only those seniors from the first population who were affiliated with the desired ethnic groups in the communities selected for those affiliations and all the members of the heterogeneous group. The method used to obtain the members of the second population was the administering of questionnaires to all seniors in the selected schools and sorting the responses according to the biographical information supplied by the respondents. This population was used for making comparisons between groups.

Two ethnic groups, the Mennonite and the Quaker, were dropped from the study when the sorting procedure failed to yield sufficient numbers. Seniors with Mennonite affiliation were not found among the seniors in the public schools of the selected community. There were too few seniors with Quaker affiliation for purposes of analysis.

Sufficient numbers of seniors with Dutch, Methodist, and Catholic affiliation were obtained by the sorting process to fulfill the purposes of the study. Respondents were classified as Dutch when they reported that their parents or grandparents were born in Holland. There were 48 seniors identified as Dutch. This was 57.7 per cent of the seniors in the schools from which they were drawn. The Methodist community yielded 47 participants, which amounted to 38.5 per cent of the respondents from the selected school. The predominance

of Methodists in the selected school was evident when the other affiliations declared by the seniors were inspected to discover that there were twelve groups with about six members per group. The Catholic communities contributed 35 participants representing 23.8 per cent of the seniors from the communities selected for that background. Among the seniors in the Catholic communities there were nine additional affiliations with approximately twelve members per group. The three ethnic groups contained 130 members and the heterogeneous group 47 members, making a total of 177 in the second population.

Administering the Questionnaire

In September 1963, a letter (Letter 1) was sent to the superintendent of schools of each of the six selected school systems explaining the purposes of the proposed study and asking for cooperation. A printed postal card (Card A) was included with the letter to facilitate his reply and to obtain the number of seniors in the school and the name of a faculty member who would be responsible for administering and returning the questionnaires. The cooperating person in each school was sent a packet of materials containing the questionnaires, the directions for administering the questionnaires, a letter of instructions (Letter 2), and postage for return of the completed questionnaires. Copies of the communications

are in Appendix A.

When the responses failed to contain the Mennonite group, the superintendents of two schools in communities selected for their Quaker backgrounds were asked to cooperate in the study. The superintendent of schools in an additional Catholic community was contacted when the responses from the first group were fewer than expected.

Additional correspondence included two follow-up cards. Card B was sent when Letter 1 had failed to elicit a reply within three weeks and Card C was sent as a reminder to return the completed questionnaires. Every school contacted cooperated, and responses were secured from all the senior pupils available in each school.

Analysis of Data

Steps which were preliminary to the analysis of data included the computing of social status scores and coding of data in preparation for processing by the Computing Service, Iowa State University. Social status scores were computed for each of the 521 respondents, using the formula described by Hinton (11). See Appendix C for a description of the formula.

The data were analyzed in two ways. First, all of the responses from the 521 seniors were used in determining the coherence of items in clusters. Second, the clusters were

analyzed in relation to the selected groups by sex, dating status, plans following graduation, and social status. The responses from 177 seniors were used in the second process.

The responses of 521 seniors to the 96 items were factor analyzed by a modification of the Wherry-Winer procedure as described by Wolins (26). The factors were rotated by Wherry's hierarchical procedure to obtain clusters of items.

Scores on clusters were computed for the selected ethnic groups and analyzed as follows. Analysis of variance was done to obtain differences among groups on the clusters. The clusters were correlated with sex, dating status, plans following graduation, and social status and compared by ethnic groups. In order to plot profiles for groups, the scale for the Y axis was developed using the mean of the means for each variable as the zero point and the within group standard deviation for each variable as the deviation from zero for that variable. Correlations based on the pooled within group variances were used for study of interrelationships among variables.

FINDINGS AND DISCUSSION

The purposes of the study were: to determine whether twelfth-grade pupils living in Iowa communities of ethnically diverse backgrounds differed in their responses to questions related to areas of marriage and family living; to determine whether the responses differed by ethnic group when analyzed according to sex, dating status, plans following graduation, and social status level of the pupils; to refine the instrument developed by Klotz (15); and to make some comparisons between the findings of this study and those of Klotz. The findings are reported and discussed in the following sequence: cluster formation by factor analysis; differences among ethnic groups on clusters; correlations of clusters and sex, dating status, plans following graduation, and social status by groups; profiles of groups; and correlations among the variables within groups.

Cluster Formation by Factor Analysis

Fifteen factors resulted from the factor analysis by a modification of the Wherry-Winer procedure described by Wolins (26) and rotation of factors by Wherry's hierarchical procedure; however, one of these factors was a general factor and all items loaded on this factor and several other factors contained no "substantial" loadings ($\lambda 7.3$). Thus eight scores were derived, each one based on one factor.

It should be noted that the communality for most items was greater than 1.00 and many factor loadings were greater than 1.00. The discussion of the reason for this is beyond the scope of this thesis, but one may be sure that the relative values of these loadings have the usual meaning. That is, an item which loads, for example, 0.50 on a factor where most items load 0.10 or less on that factor, is a substantial loading. The loading of all items on the general factor indicated a high interest in the areas of marriage and family living without reference to any specific area. The distribution of factor loadings may be found in Table 16 in Appendix C.

Eight clusters were formed by this procedure; 59 items were retained and 37 were discarded. Thirty-six of the items which were retained were from the original instrument with revisions as explained in the chapter concerning the method of procedure. The other sixteen items were from the 36 items added by the researcher.

Differences in the content of the clusters in this study as compared to the clusters in the study done by Klotz may be due partially to the differences in the populations used as well as to the procedure for cluster formation. The necessity for dropping the cluster concerned with maturity, as identified by Klotz, due to failure to load on a factor, may indicate a difference between urban and rural young people in recognition of educational needs.

The clusters with factor loadings and the corresponding general factor loading for each item are listed in Tables 1 to 8. Labeling of the clusters was done to facilitate discussion when making comparisons. They were identified as:

- Cluster 1: Values and goals
- Cluster 2: Dating
- Cluster 3: Self and marriage
- Cluster 4: Personalities and successful marriage
- Cluster 5: Concerns of engaged couples
- Cluster 6: Children
- Cluster 7: Money management
- Cluster 8: Community and the family

Cluster 1 contained nine items loading between .31 and .50, including the three-item cluster from the original study. Three additional items loaded between .20 and .30 on the same factor. They were not included in the cluster because, in addition to loading at a lower level on this factor, they loaded on the general factor at a higher level than the items selected for this cluster.

Of the seven items about dating which loaded high on a factor, two were from a cluster formed by Klotz. One item in Cluster 2, How can I get my parents to like the idea that I am dating, had an especially high loading of .60 on the cluster with a general factor loading of .71 as given in

Table 1. Items and factor loadings for Cluster 1: Values and goals

Item	Cluster loading	General factor loading
7 ^a What causes me to do the things I do?	.40	.45
8. How can I know what others think and feel about me?	.32	.49
9. How do my mental and physical health affect the kind of person I am?	.37	.54
10. What makes me the kind of person I am?	.50	.63
11. How can I change the kind of person I am?	.44	.72
12. How can I know when something is really important?	.36	.87
13. How do I decide what is most important to me?	.43	.73
14. What are my values and goals in life?	.31	.56
15. What determines what my values and goals will be?	.34	.69

^aItem numbers in this and the following tables correspond with those on the questionnaire in Appendix B.

Table 2.

Cluster 3 contained only three items, the smallest number in any cluster. One additional item which loaded at .29 on this factor might have been included in the cluster except for

Table 2. Items and factor loadings for Cluster 2: Dating

Item	Cluster loading	General factor loading
29. How can I get my parents to like the idea that I am dating?	.60	.71
30. Why do parents object when you date someone of a different background?	.42	.61
31. How do dating problems differ for boys and girls?	.39	.76
33. What are the pros and cons of limiting dating to one person?	.37	.83
34. What are my responsibilities toward my family when I am dating?	.39	1.12
35. What cooperation should I expect from my family when I am dating?	.38	1.00
36. How does my dating affect other members of my family?	.38	.87

its extremely high loading on the general factor. This item was What qualities should I look for to know whether a person will be a good father (or mother). Two of the items in this cluster were from a three-item cluster identified by Klotz as Early considerations in selection of a marriage partner. Cluster 3 may be found in Table 3.

The factor loadings for six items in the questionnaire

Table 3. Items and factor loadings for Cluster 3: Self and marriage

Item	Cluster loading	General factor loading
41. What kind of potential marriage partner am I becoming?	.35	.98
42. What is the difference between real love and physical attraction?	.31	.88
43. What has the way a person feels about his life to do with falling in love?	.31	1.00

concerning personality of the marriage partner in relation to successful marriage peaked on one factor. This was identified as Cluster 4, Personalities and successful marriage. It contained the four items of a similar cluster in the study by Klotz. The items in Cluster 4 are given in Table 4.

Only half of the items which Klotz included in the cluster entitled Selection of marriage partner remained in a cluster when factor analyzed. These seven items are identified in the present study as Concerns of engaged couples, Cluster 5, and are given in Table 5.

Cluster 6 contained eight items, seven of which were from a nine-item cluster in the original study. One additional

Table 4. Items and factor loadings for Cluster 4: Personalities and successful marriage

Item	Cluster loading	General factor loading
45. What is the relationship of jealousy and true love?	.39	1.02
46. How can people with opposite personality characteristics be good marriage partners?	.38	.82
47. How accurate a prediction of conflict in marriage is the conflict a couple has before marriage?	.51	1.11
48. How can quarreling be a sign of a successful marriage relationship?	.48	.92
49. Why will choice of a good marital partner not guarantee a successful marriage?	.57	1.07
50. How much can I expect to reform the person I marry?	.41	.95

item loaded on this factor at .24, but loaded on the general factor at 1.39, higher than any of the items in the cluster. Cluster 6 was entitled Children and is given in Table 6.

Nine of the 14 items identified by Klotz as Money management loaded between .31 and .51 on one factor and were retained as Cluster 7. The loading on the general factor by items in this cluster was consistently high and may be

Table 5. Items and factor loadings for Cluster 5: Concerns of engaged couples

Item	Cluster loading	General factor loading
55. Why should similarity of background be considered in choosing a marriage partner?	.23	.95
56. What is acceptable behavior for engaged couples?	.22	1.10
58. What are the purposes of the engagement period?	.24	1.19
59. What are the pros and cons of teen-age marriages?	.23	1.01
61. Why should one know the other partner's attitude toward children?	.25	1.10
62. What are the responsibilities of a father beyond providing income?	.26	1.09
64. What are the advantages in planning family size?	.23	1.00

interpreted to indicate a generally high interest in money management. Five additional items ranged between .21 and .28 on the clustering factor but loaded on the general factor higher than the items in the cluster. This discrepancy in relationship between the cluster loading and the general factor loading made them unacceptable for the cluster.

Table 6. Items and factor loadings for Cluster 6: Children

Item	Cluster loading	General factor loading
67. What effect do husband-wife relations have on the child?	.33	1.23
68. How does similarity of background affect how parents raise their children?	.30	1.20
69. What effect do movies and TV have on children's thoughts and actions?	.25	1.05
70. How can religious training contribute to the growth of a child?	.26	.85
71. What are the qualities of home life that help children become well-adjusted?	.34	1.17
72. Should children be punished?	.25	.95
73. Whose responsibility is it to discipline the children?	.31	1.07
74. What kind of training do young parents need in preparation for rearing children?	.27	1.30

Cluster 7 may be found in Table 7.

Cluster 8 loaded on the clustering factor from .50 to .68. Many items, however, loaded between .20 and .36 on this same factor. The loading on the general factor was relatively high although lower than was true for Cluster 7. Cluster 8

Table 7. Items and factor loadings for Cluster 7: Money management

Item	Cluster loading	General factor loading
76. How much does it cost to raise a child?	.31	1.26
77. How expensive is automobile ownership?	.47	1.14
78. Under what circumstances does a couple rent, buy, or build a home?	.49	1.32
79. What type of housing can newlyweds afford?	.51	1.33
80. How can we finance a home of our own?	.49	1.39
81. What factors should be considered in choosing a place to live?	.35	1.29
82. What do I need to know about buying men's coats, trousers, and shirts?	.41	1.18
83. How does a couple plan for clothing needs for the first year?	.44	1.29
84. How can I be sure of getting a good buy in equipment we will need?	.47	1.40

was identified as Community and the family. There were ten items in this cluster as compared to three items in a similar cluster from the study by Klotz. The items in this cluster are in Table 8.

Table 8. Items and factor loadings for Cluster 8: Community and the family

Item	Cluster loading	General factor loading
91. What kinds of recreation should a community provide?	.56	1.04
92. What services in a community can help my family have a better way of living?	.67	1.32
93. What kinds of help are in a community to aid families in meeting crises?	.68	1.45
94. How does the state contribute to the well-being of my family?	.60	1.22
95. In what ways do various community relations affect family life?	.62	1.18
97. Why is society concerned with the legal requirements for marriage?	.50	1.10
98. What stake does society have in my marriage?	.60	1.16
100. What does my family contribute to the community?	.61	1.17
101. What can I do to make our town a place where people like to live?	.59	1.17
102. In what ways should the welfare of others come before our own?	.59	1.13

Differences among Ethnic Groups on Clusters

Analysis of variance among the four ethnic groups was done for each cluster. To obtain a score for each pupil, the

responses were weighted by assigning a value of four to those designated as of "much importance", three for "some importance", two for "little importance", and one for "no importance".

The responses were found to be significantly different among ethnic groups for only one cluster, Dating, as shown in Table 9. There is indication, therefore, that differences among groups existed in recognition by pupils of educational needs related to dating. The F-value for one additional cluster, namely, Personalities and successful marriage, approached significance.

Because the groups were selected for their ethnic diversity in an attempt to point up whatever differences might exist in Iowa and the groups did not differ significantly on seven of the eight clusters, it would appear that in most areas related to marriage and family living recognition of educational needs is quite similar on the part of pupils with different ethnic backgrounds. The analyses of variance for groups by clusters may be found in Appendix C.

Correlations of Clusters and Sex by Groups

Some correlations of sex and scores on clusters were significant for two of the ethnic groups as indicated in Table 10. Significance was based on the correlation values given in Wert and others (25, p. 424). Because the coding

Table 9. F-values for between group variance by cluster

Cluster	F-value
1. Values and goals	.27
2. Dating	2.89 ^a
3. Self and marriage	1.99
4. Personalities and successful marriage	2.23
5. Concerns of engaged couples	1.71
6. Children	.83
7. Money management	1.19
8. Community and the family	1.04

^a $F_{.95}(3, 173) = 2.66.$

Table 10. Correlations of scores on clusters and sex for each ethnic group

Cluster	1	2	3	4	5	6	7	8
Group								
1 ^a	.21	.07	.03	.20	.11	.19	.04	.07
2 ^b	.31 ^c	.37 ^d	.29 ^c	.23	.37 ^d	.31 ^c	.15	.06
3 ^e	.15	.16	.08	.11	.21	.09	.00	.10
4 ^f	.03	.32	.48 ^g	.29	.04	.00	.08	.04

^aHeterogeneous group.

^bDutch group.

^cSignificant at .28 when $N = 48.$

^dHighly significant at .37 when $N = 48.$

^eMethodist group.

^fCatholic group.

^gHighly significant at .43 when $N = 35.$

of the data weighted the scores with a value of one for boys and two for girls, a positive correlation coefficient indicated the girls placed more importance on these areas than did the boys.

Of the four ethnic groups, the Dutch group more often had scores on clusters which correlated significantly with sex than did any other group. Significant positive correlations between sex and the clusters, Values and goals, Self and marriage, and Children were found for the Dutch group. In addition, two clusters, Dating and Concerns of engaged couples, were highly significant when correlated with sex for the same group. Positive coefficients of correlation indicated more concern in these areas by the girls than by the boys.

The 35 respondents in the Catholic group had cluster scores which correlated positively with sex at a highly significant level for one cluster, Self and marriage. The girls of the Catholic group considered this cluster more important than did the boys. None of the other correlation coefficients were above the .33 value for significance. These findings differed from those of Klotz who found no statistically significant correlations between clusters and sex for urban pupils in Iowa.

The heterogeneous group and the Methodist group had no correlations between clusters and sex which were statistically

significant. The boys and girls in these two groups appeared to attribute a similar amount of importance to these areas of marriage and family living.

Correlations of Clusters and Dating Status by Groups

Values were assigned for the dating level of each respondent as it was recorded on the questionnaire. These values were in ascending order as follows: one, I am not dating; two, I am not dating now, but have dated in the past; three, I date occasionally, about every three or four weeks; four, I date regularly, but do not go steady; five, I go steady; six, I am engaged; seven, I am married.

No significant correlations were found for any of the clusters and dating status by groups as indicated in Table 11. Apparently dating status was not related to recognition by the pupils of educational needs regarding any of the clusters in the study. This finding was similar to the finding by Klotz that dating status among urban pupils in Iowa was not related to recognition of educational needs in areas of marriage and family living.

Correlations of Clusters and Plans

Following Graduation by Groups

Plans following graduation were found to correlate with various clusters for three of the ethnic groups studied. The

Table 11. Correlations of scores on clusters and dating status for each ethnic group

Cluster	1	2	3	4	5	6	7	8
Group								
1	.23	.23	.28	.09	.14	.17	.21	.14
2	-.08	.15	.11	.19	.22	.03	.06	-.22
3	-.08	.15	.23	.03	.05	-.15	.01	-.16
4	-.23	-.12	-.11	.15	-.15	-.14	-.19	-.12

correlations for these variables are in Table 12. Values for plans following graduation were assigned to each respondent according to the increased level of education he expected to obtain. They were as follows: one, I do not expect to get any more formal schooling; two, I expect to go to a trade school, such as a beauty school or electronics school; three, I expect to complete at least two years of college; four, I expect to graduate from a four year college.

All of the significant correlations for clusters and plans following graduation were negative. This finding indicated that the less education pupils planned to obtain beyond high school the more concerned they tended to be about certain areas related to marriage and family living.

Table 12. Correlations of clusters and plans following graduation by groups

Cluster	1	2	3	4	5	6	7	8
Group								
1 ^a	-.13	-.30 ^b	-.31 ^b	-.19	-.14	-.16	-.06	-.23
2 ^c	-.01	-.17	.08	-.02	-.09	-.06	-.10	.01
3 ^d	-.16	-.13	-.19	-.10	-.28	-.28	-.16	-.36 ^b
4 ^e	-.04	-.13	-.35 ^f	-.17	-.13	.09	.07	.10

^aHeterogeneous group.

^bSignificant at .29 when N = 47.

^cDutch group.

^dMethodist group.

^eCatholic group.

^fSignificant at .33 when N = 35.

Significant negative correlations were found for the heterogeneous group between plans following graduation and the clusters, Dating and Self and marriage. The Methodist group had one cluster, Community and the family, which correlated negatively at the five per cent level with plans following graduation. A negative correlation between Self

and marriage and plans following graduation was found for the Catholic group. Each of these findings indicated that pupils with lower educational aspirations were more concerned about these areas than were pupils with greater educational expectations.

Correlations of Clusters and Social Status by Groups

To obtain social status scores for the respondents, values were assigned in ascending order to nine social status groups which had been ascertained by the procedure described in Appendix C. Table 13 shows the distribution of these scores among the groups. Two-thirds of the Dutch and half of the Catholic respondents were in the three lowest social status groups whereas the heterogeneous and Methodist respondents were more widely distributed over all groups.

No significant correlations were found for social status scores and clusters as indicated in Table 14. Apparently there was no relationship by groups between social status and recognition by the pupils of educational needs related to marriage and family living.

Profiles of Differences among Groups

Differences among the ethnic groups on clusters, sex, dating status, plans following graduation, and social status were illustrated and studied by means of a profile showing

Table 13. Frequency distribution of social status levels for groups

Group	Heterogeneous (1)	Dutch (2)	Methodist (3)	Catholic (4)
Level				
9	2	4	7	4
8	5	3	3	3
7	3	3	5	2
6	6	2	6	0
5	9	1	12	4
4	7	3	2	4
3	2	19	0	12
2	8	4	8	1
1	5	9	4	5

Table 14. Correlations of clusters and social status by groups

Cluster	1	2	3	4	5	6	7	8
Groups								
1	-.09	-.24	-.11	.10	-.25	-.20	-.25	-.19
2	.13	-.08	-.11	-.03	-.11	.14	-.05	-.13
3	-.18	-.20	-.23	.02	-.12	-.15	.18	.01
4	-.04	-.13	-.17	.01	.26	.21	.15	.16

the deviation of each of the means from zero. The scale for the Y axis was developed using the mean of the means for each variable as the zero point and the within group standard deviation for each variable as the deviation from zero for each variable. Consequently, what was plotted was the deviation of each mean from the mean of the means divided by the appropriate standard deviation within groups. The resulting deviation values are listed in Table 25 in Appendix C. From this table the profiles in Figure 1 were plotted.

Inspection of the profiles revealed greater deviations from zero for the Dutch and Catholic groups than for the other groups. A negative range was noted on seven clusters for the Dutch group, and a positive range on clusters for the Catholic group with the exception of Cluster 7, Money management. The greatest deviation from zero was shown by the Catholic group on plans following graduation. This supports the finding by Lenski (17) that fewer Catholics from the working-class group attended college than did white Protestants. Often the deviations from zero for two or three of the groups were relatively close to zero or to each other while the deviation for another group appeared to be great.

The profiles indicated graphically that there were differences among groups, especially on the clusters, Dating, Personalities and successful marriage, and Concerns of engaged couples, although only one cluster, Dating, was statistically

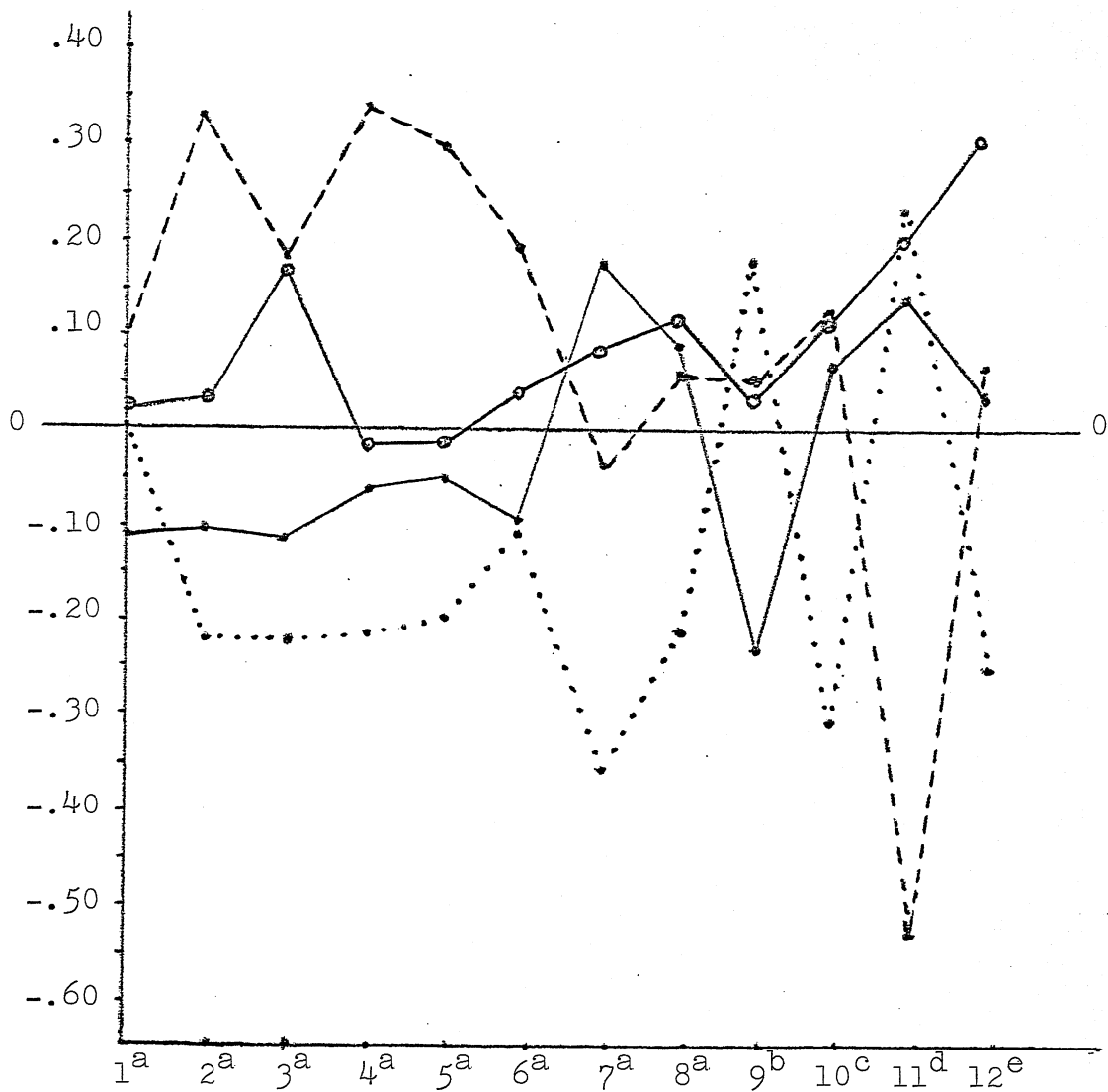


Figure 1: Profiles of ethnic groups

Key:

— Heterogeneous group

.... Dutch group

●—● Methodist group

--- Catholic group

^aCluster number

^bSex

^cDating status

^dPlans following graduation

^eSocial status

significant for groups by analyses of variance, as reported earlier. Investigation of differences which may be encountered locally concerning these three clusters would appear to be warranted before planning course content and for increased understanding of the individual pupil.

Correlations among Variables within Groups

The correlation matrix based on pooled within variances, which is Table 15, revealed significant correlations of some clusters with variables which were characteristics of the sample. Sex correlated significantly with Values and goals, Self and marriage, Concerns of engaged couples, and Children: Clusters 1, 3, 5 and 6, respectively. Highly significant correlations existed for sex with Dating and Personalities and successful marriage. The girls appeared to be more concerned about these areas than were the boys for the correlation coefficients were positive.

There was a highly significant negative correlation between plans following graduation and Dating and a significant negative correlation between this variable and Self and marriage. The indications were that the less additional schooling pupils expected to obtain, the more concerned they were about these areas.

Correlations based on pooled within group variance indicated a significant negative relationship between Self and

Table 15. Correlation matrix based on pooled within group variances of clusters and other variables

	1	2	3	4	5	6	7	8	9	10	11	12
1 ^a	x											
2 ^a	30 ^b	x										
3 ^a	24	51	x									
4 ^a	30	41	55	x								
5 ^a	35	50	54	62	x							
6 ^a	43	36	39	55	63	x						
7 ^a	27	23	26	38	49	54	x					
8 ^a	39	34	29	38	40	45	42	x				
9 ^c	17 ^d	23 ^e	18 ^d	20 ^e	19 ^d	16 ^d	06	04	x			
10 ^f	-02	11	14	10	08	-01	03	-09	12	x		
11 ^g	-10	-21 ^e	-16 ^d	-12	-13	-13	-08	-14	-12	-04	x	
12 ^h	00	-12	-16 ^d	03	-10	-02	00	-05	-03	09	37 ^e	x

^aCluster number.

^bDecimal points were omitted from this table.

^cSex.

^dSignificant at .15 when N = 172.

^eHighly significant at .20 when N = 172.

^fDating status.

^gPlans following graduation.

^hSocial status.

marriage and social status. Apparently the lower the social status the more concerned the pupils were with Self and marriage. Social status correlated positively at the one per cent level with plans following graduation, indicating that the higher the pupils' social status the higher were their educational aspirations.

The cluster, Dating, was found to be significantly related to other characteristic variables more often than were other clusters. No relationship was found in this study or in the study by Klotz between dating status and any of the clusters. Although Klotz found no significant correlations between sex and clusters, a number of significant correlations were found in the present study.

SUMMARY AND RECOMMENDATIONS

The major objective of the study was to determine whether twelfth-grade pupils living in Iowa communities of ethnically diverse backgrounds differed in their responses to questions related to areas of marriage and family living. A secondary purpose was to determine whether responses to these questions differed by ethnic background when analyzed according to sex, dating status, plans following graduation, and social status level of the pupils. A third objective was to refine the instrument developed by Klotz (15). A fourth objective was to make some comparisons between findings of this study and those of Klotz.

The study used two populations. One included all of the seniors in schools selected from rural Iowa communities of ethnically diverse backgrounds and was used in the portion of the study concerned with identification of clusters of items. The second population was sorted from the 521 respondents in the first population and included only those seniors who were affiliated with the desired ethnic groups in the communities selected for those affiliations and all of the seniors from the community selected for its heterogeneity. There were 177 respondents in the second population.

The questionnaire used in the study was a revision of the instrument developed by Klotz. The revised questionnaire contained 96 items related to areas of marriage and family

living. The pupils were asked to indicate on a four-point scale the degree of importance which they attributed to each item.

The data were analyzed in two ways. First, the responses from the 521 seniors in the first population were factor analyzed to determine the coherence of items in clusters. Eight clusters containing a total of 59 items were formed. Second, scores on clusters for the 177 seniors in the second population were analyzed as follows. Analysis of variance was used to determine differences among groups on clusters. Correlations were used to study within each group the relationship of each cluster to the other variables: sex, dating status, plans following graduation, and social status. The deviation of each mean from the mean of the means was divided by the appropriate within group standard deviation and used to plot profiles of groups. The variables were also intercorrelated based on the pooled within group variance.

Statistically significant differences among the groups studied were found by analysis of variance for one cluster, Dating, indicating that concerns in this area varied by group.

Highly significant coefficients of correlation for the Dutch ethnic group were found for sex and two clusters, Dating and Concerns of engaged couples, indicating that girls were more concerned about these areas than were boys. The girls of this group were more concerned, also, about the clusters,

Values and goals, Self and marriage, and Children, than were the boys. Girls in the Catholic group were more concerned about Self and marriage than were the boys of this group as indicated by the highly significant positive correlation.

Plans following graduation influenced concerns of pupils about marriage and family living; these concerns, however, varied by group. Significant negative correlations for the heterogeneous group between plans following graduation and two clusters, Dating and Self and marriage, indicated concern in these areas increased as expectations of obtaining schooling beyond high school decreased. In the Methodist group, those whose educational aspirations were low were more concerned about Community and the family than were those with higher educational aspirations as indicated by the negatively significant correlation. Self and marriage was of more concern to those in the Catholic group who expected to obtain less additional education than to those who expected to obtain more education.

Neither dating status nor social status correlated significantly with any cluster for any of the groups in this portion of the analysis. Klotz also found that dating status did not appear to influence the recognition of educational needs related to marriage and family living by urban pupils in Iowa.

Differences for the variables among groups were portrayed

graphically by a profile. The heterogeneous and the Methodist group deviations tended to lie between the Dutch and the Catholic on most of the clusters. The deviations from zero for the Dutch group were negative and greater in this direction than for other groups on all clusters except the first, Values and goals. The deviations of the Catholic group were greater in a positive direction than for other groups on four of the eight clusters, Dating, Personalities and successful marriage, Concerns of engaged couples, and Children. On two clusters, Money management and Community and the family, however, the heterogeneous and the Methodist groups were above both the Dutch and the Catholic groups on the profile. The greatest deviation shown on the profile was in regard to plans following graduation. The Catholic group had an extremely large negative deviation, indicating little expectation of additional schooling beyond high school.

Intercorrelations based on pooled within group variance revealed highly significant positive correlations between sex and Dating, sex and Personalities and successful marriage, and a significant negative correlation between plans following graduation and Dating. Indications were that girls were more concerned than boys about Dating and Personalities and successful marriage and that the less education pupils expected to obtain the more concerned they were about Dating. Sex correlated significantly with four other clusters, Values and goals,

Self and marriage, Concerns of engaged couples and Children, when pooled within group variances were used, indicating that girls were more concerned about these areas than were boys. Significant negative correlations were revealed between the cluster, Self and marriage, and plans following graduation and social status. Concern about this area appeared to be greater as educational aspirations decreased and as social status decreased. The coefficient of correlation was highly significant for social status and plans following graduation, indicating that as social status increased so did educational expectations.

The findings of this study indicated there were differences between groups in certain areas and that these varied by sex and plans following graduation. Social status became significant in relation to Self and marriage when the group variances were pooled. That seniors in rural communities differed from seniors in urban communities may be hypothesized for Klotz found that the importance seniors in urban areas attributed to areas of marriage and family living were not significantly related to any of the variables studied.

The generally high interest in all areas of marriage and family living indicated by the loadings on the general factor resulting from factor analysis confirm the belief that these areas are of concern to seniors in high school and should be included in the curriculum. Because differences among groups

were significant in regard to Dating, it is suggested that local needs in this area be investigated before including aspects of dating in the curriculum at the senior level. The differences in concerns of those who do not expect to obtain additional education beyond high school and those who do are evident and should be considered in planning the curriculum so as to place emphasis upon the appropriate concerns for any particular group of pupils.

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APPENDIX A. CORRESPONDENCE

Copy

October 12, 1963

Superintendent of Schools

The Home Economics Education Department at Iowa State University is concerned with the development and revision of curriculum materials. At present, a study is being planned to obtain information concerning the educational needs related to family living which twelfth-grade pupils recognize. The results of this study will be used by Iowa State University and the Consultants of Home Economics Education, State Department of Public Instruction, in preparing curriculum materials for teachers to use when planning course content for twelfth-grade boys and girls.

Since we believe it is important to consider individual differences in determining educational needs, this study has been designed to obtain responses from ethnically diverse communities. We are especially anxious for your school to participate since it has been selected for the unique contribution it can make in determining what differences exist in responses to questions related to family living.

Participation will involve the boys and girls from the twelfth-grade class in your school completing a questionnaire which will take about twenty minutes of their time. We solicit your cooperation in this project by suggesting the name of a faculty member whom we may contact regarding the administration of the questionnaire and the return of the responses to us.

This research study is being conducted under the direction of Dr. Eleanore L. Kohlmann. Should you have any questions about this request for participation, please feel free to contact her. Telephone calls may be made collect, and all future contacts should be with Dr. Kohlmann.

We sincerely hope that you will assist us with this study which will provide needed information for the development of curriculum materials. Enclosed is a card for your reply.

Sincerely yours,

/S/

Marguerite Scruggs, Head
Home Economics Education

Enclosure

Following is a copy of reply Card A:

_____ We will cooperate in the study.

There are about _____ students in the 12th grade.

The faculty member whom you may contact is

Name _____

Address _____

Signed _____

School district _____

Following is a copy of follow-up Card B:

Dear

We would appreciate your taking time from your busy schedule to return the card telling us whether you will cooperate in the study related to marriage and family living.

Sincerely,

/S/

Marguerite Scruggs, Head
Home Economics Education

Following is a copy of follow-up Card C:

Dear

We hope that you have been able to administer the questionnaires and will be returning them to us soon. If you need additional information, please feel free to call us.

Sincerely,

/S/

Marguerite Scruggs, Head
Home Economics Education

Copy

October 30, 1963

Cooperating teacher

Your superintendent has informed us of his willingness for senior pupils in your school system to cooperate in a curriculum study being planned at Iowa State University to investigate what questions related to family living twelfth-grade pupils consider most important for discussion in class.

We are pleased that you are willing to cooperate in this study by administering the enclosed questionnaires to all the twelfth-grade boys and girls in your school. It will take about twenty minutes for the pupils to complete them. A plan of procedure is enclosed for your use when administering the questionnaires.

When all the pupils have finished, please return the questionnaires in the same envelope in which you received them. Enclosed are return labels and adequate postage for returning them to us.

This material is mailed first class to you because of the letter enclosed. When you return the questionnaires, be sure to remove the letter and the plan of procedure. This will allow them to come back under a special rate as Educational Materials. If your postmaster questions this, refer him to Section 135.13 of the postal regulations.

Remove the old stickers. Do not seal the envelope.

We hope these questionnaires can be completed in about ten days and returned to us. Thank you for your help in this study.

Sincerely,

/S/

Eleanore L. Kohlmann
Associate Professor

Plan of Procedure for Administering the Questionnaire

1. Explain to the pupils that this is not a test. Tell them they were chosen to participate so that the Iowa community in which they live will be represented in this study, and that they are making a valuable contribution to an educational study.
2. Since no names will be signed, you can assure the boys and girls that their answers will be used anonymously and as statistical data. Urge them to complete each part.
3. Ask them to be specific about the occupation of their father (or mother). For example, if the occupation is farming state whether farm renter or farm owner.
4. Have the pupils read the directions silently while you read them aloud. The directions for responding to the questions are found at the bottom of the first page and the top of the second page of the questionnaire. They are as follows:

"On the following pages are questions related to marriage and family living. We would like to know how important these questions are to you. Please read them carefully and try to indicate your responses accurately. There are directions on the back of this page. Please turn it over.

Circle 4 at the left if you consider the question of much importance. "Much importance" means that you are concerned about this question and would like to have it discussed at length in a course.

Circle 3 if you consider the question of some importance. "Some importance" means that you think this question important enough to devote some class time to a study of it.

Circle 2 if you consider the question of little importance. "Little importance" means you consider your background adequate and see no value to you personally in spending class time on this question.

Circle 1 if you consider the question of no importance. "No importance" means you believe this question should not be included in a high school course."

5. Call attention to the questions on the back of each page so that they will not skip some of them.

6. Tell the pupils to complete the first page and then go right ahead and circle the number which indicates their response to each question, being sure to finish both sides of each page.
7. Collect the questionnaires and return them in the same envelope in which they were received, according to the instructions in the accompanying letter.

Schools which participated in the study were as follows:

East Greene

Guttenberg

LeGrand

Maurice - Orange City

Mid Prairie

Mt. Pleasant

Sioux Center

West Branch

West Delaware County

APPENDIX B. MY IDEAS ABOUT FAMILY LIVING

75
My Ideas About Family Living

Name of School _____

We need some information about you.

1. Mark (x) one: I am a boy _____ I am a girl _____

2. Mark (x) ONLY ONE of the following statements which best explains your situation:

- _____ I am not dating.
 _____ I am not dating now, but have dated in the past.
 _____ I date occasionally, about every 3 or 4 weeks.
 _____ I date regularly, but do not go steady.
 _____ I go steady.
 _____ I am engaged.
 _____ I am married.

3. Mark (x) the blank that indicates your present plans following graduation.

- _____ I do not expect to get any more formal schooling.
 _____ I expect to go to a trade school, such as a business school, beauty school, or electronics school.
 _____ I expect to complete at least two years of college.
 _____ I expect to graduate from a four year college.

4. My religious preference is _____.

5. Mark (x) in the columns below, the blank which shows the level of education completed by each of your parents.

Father Mother

- | | | |
|-------|-------|---|
| _____ | _____ | Less than high school graduation. |
| _____ | _____ | Graduation from high school. |
| _____ | _____ | Completion of a business or trade school course. |
| _____ | _____ | Completion of two years of college. |
| _____ | _____ | Graduation from a four year college. |
| _____ | _____ | Some formal schooling beyond graduation from college. |

What is your father's occupation? _____

(If he is not living, give the occupation of your mother or guardian.)

6. Were both of your parents born in the United States? Yes _____ No _____
 If no, what is the nationality of your father? _____ mother _____?

Were all of your grandparents born in the United States? Yes _____ No _____
 If no, what is the nationality of those not born in the United States?

Your father's father? _____
 Your father's mother? _____
 Your mother's father? _____
 Your mother's mother? _____

On the following pages are questions related to marriage and family living. We would like to know how important these questions are to you. Please read them carefully and try to indicate your responses accurately. There are directions on the back of this page. Please turn it over.

4 means "much importance"
3 means "some importance"

2 means "little importance"
1 means "no importance"

- 4 3 2 1 37. What responsibilities do I have toward myself when I'm dating?
- 4 3 2 1 38. What are the values of dating?
- 4 3 2 1 39. How do the characteristics admired in a date compare with those of a good marriage partner?
- 4 3 2 1 40. What qualities should I look for to know whether a person will be a good father (or mother)?
- 4 3 2 1 41. What kind of potential marriage partner am I becoming?
- 4 3 2 1 42. What is the difference between real love and physical attraction?
- 4 3 2 1 43. What has the way a person feels about his life to do with falling in love?
- 4 3 2 1 44. How can we feel love for more than one person at a time?
- 4 3 2 1 45. What is the relationship of jealousy and true love?
- 4 3 2 1 46. How can people with opposite personality characteristics be good marriage partners?
- 4 3 2 1 47. How accurate a prediction of conflict in marriage is the conflict a couple has before marriage?
- 4 3 2 1 48. How can quarreling be a sign of a successful marriage relationship?
- 4 3 2 1 49. Why will choice of a good marital partner not guarantee a successful marriage?
- 4 3 2 1 50. How much can I expect to reform the person I marry?
- 4 3 2 1 51. What difference does it make to a marriage whether the parents of both partners have a good marriage relationship?
- 4 3 2 1 52. Upon what bases other than physical attraction should a marriage be built?
- 4 3 2 1 53. How important is it that both marriage partners have similar reasons for marrying?
- 4 3 2 1 54. How important are similar interests for my marriage partner and me?
- 4 3 2 1 55. Why should similarity of background be considered in choosing a marriage partner?
- 4 3 2 1 56. What is acceptable behavior for engaged couples?
- 4 3 2 1 57. How does one decide when an engagement should be broken?
- 4 3 2 1 58. What are the purposes of the engagement period?
- 4 3 2 1 59. What are the pros and cons of teen-age marriages?
- 4 3 2 1 60. What does a religious service contribute to a marriage?
- 4 3 2 1 61. Why should one know the other partner's attitude toward children?
- 4 3 2 1 62. What are the responsibilities of a father beyond providing income?
- 4 3 2 1 63. After marriage, what are the different kinds of adjustments that husbands and wives need to make?
- 4 3 2 1 64. What are the advantages in planning family size?
- 4 3 2 1 65. What are the psychological rewards of having children?
- 4 3 2 1 66. What effect can a baby have on husband-wife relationships?
- 4 3 2 1 67. What effect do husband-wife relationships have on the child?
- 4 3 2 1 68. How does similarity of background affect how parents raise their children?
- 4 3 2 1 69. What effect do movies and TV have on children's thoughts and actions?

(There are more questions on the other side of this page)

APPENDIX C. CLUSTERS AND VARIABLES

The social status formula described by Hinton (11) is as follows:

$$S.S. = 2X + Y + Z$$

X = wage earner's occupation

Y = father's educational level

Z = mother's educational level

A numerical value was given to occupations according to a prestige rank order rating scale for 90 occupations. The resulting scores were divided by frequency into 11 groups as nearly equal in size as possible and assigned a value level from 1 to 11.

A numerical value was assigned to the educational level of each parent. The values were in ascending order as follows:

1. Less than high school graduation.
2. Graduation from high school.
3. Completion of a business or trade school course.
4. Completion of two years of college.
5. Graduation from a four year college.
6. Some formal schooling beyond graduation from college.

Frequency of the scores calculated by the formula was used to divide the pupils into nine approximately equal groups. A social status value from 1 to 9 was assigned to each group.

Table 16. Frequency distribution of factor loadings

Interval	Factor														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.31 to 1.45	10														
1.16 to 1.30	19														
1.01 to 1.15	24														
.86 to 1.00	23														
.71 to .85	10			1	1	1	1								
.56 to .70	7														9
.41 to .55	3								1		1			7	4
.26 to .40			1	12				3	1		3	1	6	4	46
.11 to .25		33	42	31	1		1	7	6	4	5	16	19	8	37
-.04 to .10	1	52	44	34	80	84	2	7	8	10	45	58	65	62	2
-.19 to -.05	2	15	13	22	18	14	75	66	63	64	43	14	10	19	2
-.34 to -.20						1	21	17	21	22	3	11			
-.45 to -.35	1														

Table 17. Analysis of variance for Cluster 1: Values and goals

	Degrees of freedom	Sum of squares	Mean square	F
Groups	3	21.67	7.22	
Within	173	3343.73	19.33	
Total	176	3365.40		$F_{3,173} = .27$

Table 18. Analysis of variance for Cluster 2: Dating

	Degrees of freedom	Sum of squares	Mean square	F
Groups	3	173.27	57.76	
Within	173	3453.65	19.96	
Total	176	3626.92		$F_{3,173} = 2.894^a$

$$^a F_{.95}(3,173) = 2.66.$$

Table 19. Analysis of variance for Cluster 3: Self and marriage

	Degrees of freedom	Sum of squares	Mean square	F
Groups	3	25.46	8.49	
Within	173	737.98	4.27	
Total	176	763.98		$F_{3,173} = 1.988$

Table 20. Analysis of variance for Cluster 4: Personalities and successful marriage

	Degrees of freedom	Sum of squares	Mean square	F
Groups	3	90.06	30.02	
Within	173	2329.98	13.47	
Total	176	2419.98		$F_{3,173} = 2.228$

Table 21. Analysis of variance for Cluster 5: Concerns of engaged couples

	Degrees of freedom	Sum of squares	Mean square	F
Groups	3	73.25	24.42	
Within	173	2466.49	14.26	
Total	176	2539.74		$F_{3,173} = 1.712$

Table 22. Analysis of variance for Cluster 6: Children

	Degrees of freedom	Sum of squares	Mean square	F
Groups	3	41.74	13.91	
Within	173	2811.90	16.83	
Total	176	2853.64		$F_{3,173} = .826$

Table 23. Analysis of variance for Cluster 7: Money management

	Degrees of freedom	Sum of squares	Mean square	F
Groups	3	106.09	35.36	
Within	173	5135.13	29.68	
Total	176	5241.22		$F_{3,173} = 1.19$

Table 24. Analysis of variance for Cluster 8: Community and the family

	Degrees of freedom	Sum of squares	Mean square	F
Groups	3	108.49	36.16	
Within	173	6020.36	34.80	
Total	176	6128.85		$F_{3,173} = 1.039$

Table 25. Deviations of group means from zero for variables

Variable	Group			
	1	2	3	4
1 ^a	-.1199	.0065	.0131	.0981
2 ^a	-.1180	-.2293	.0289	.3206
3 ^a	-.1259	-.2325	.1743	.1889
4 ^a	-.0736	-.2262	-.0382	.3380
5 ^a	-.0622	-.2109	-.0270	.2975
6 ^a	-.1116	-.1116	.0322	.1860
7 ^a	.1781	-.3745	.0734	-.0661
8 ^a	.0746	-.2204	.1000	.0458
9 ^b	-.2405	.1603	.0200	.0401
10 ^c	.0486	-.2707	.1110	.1180
11 ^d	.1250	.2167	.1917	-.5333
12 ^e	.0280	-.2683	.2924	.0521

^aCluster number.

^bSex.

^cDating status.

^dPlans following graduation.

^eSocial status.